



Preparation and Utilization of Maintenance and Other Operating Expenses (MOOE) by School Heads

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Abstract— The study aims to determine the challenges encountered by the School Heads in the Preparation and Utilization of Maintenance and Other Operating Expenses (MOOE). The school budget is one of the most powerful tools to promote and strengthen school-based management and accountability. Maintenance and other operating expenses (MOOE) fund is the school heads' budget in operating schools in more productive and functional ways. The researcher utilized a descriptive research design through quantitative analysis and used the total enumeration of the respondents in the Division of Nueva Ecija. In preparation and utilization of MOOE, the average weighted mean on the assessments made of different groups of respondents in non-autonomous secondary schools in CD I was 3.18 verbally described as "Exceeds". There were no variables existed or no significant relationship found on the profile of the school heads on the preparation and actualization of MOOE funds based on AIP and SIP. With regards to the actualization of MOOE Funds based on SIP and AIP when grouped according to respondents shows that principal and SSG ($Md=.72526$, $p < 0.05$), principal and PTA ($Md=.49474$, $p < 0.05$), teacher and SSG ($Md=.39290$, $p < 0.05$). This meant that the four groups of respondents significantly differed in terms of evaluation on the actualization of MOOE Funds. The hypothesis of no significant variation is rejected. Based on the findings of the study, the researcher may propose development plan towards the enhancement of SIP and AIP.

Keywords— AIP, Challenges, MOEE Budget, Preparation, SIP, Utilization.

INTRODUCTION

The school budget is one of the most powerful tools to promote and strengthen school-based management and accountability. The idea is to put a premium in school management's financial aspect and create a fully aware school to the financial stability (Department of Education Order no. 13 series of 2016).

The order is strongly committed to support the schools, teachers, and students by enhancing teaching and services standards. It continues to make more resources available to schools to support them in enabling students' eagerness to learn and for the teachers to perform better.

The amended financial management reforms on transferring the responsibility and accountability to School Head in managing school finances for operations in developing the school and its facilities and other necessities that support learning programs and help maintain a safe, healthy and conducive environment for students and teachers.

Maintenance and other operating expenses (MOOE) fund is the school heads' budget in operating schools in more productive and functional ways. There are different things to consider in budgeting for the continuous development of school facilities and services most beneficial to the learners. Hence, it is very challenging to all school heads to budget and fund school projects, especially if there is only a limited school budget. Some use their own money to sustain their needs and provide quality education. Furthermore, the utilization of MOOE took into consideration the annual improvement plan (AIP) made by the school head, however, meeting the minimum set standard is difficult and always depend on the availability of the budget.

Thus, to interpret the said statement, the main goal of giving MOOE funds is to achieve programs and plans in the AIP in terms of utility expenses, security and maintenance, training and travel expenses, supply expenses, repair and maintenance, and other expenses to uplift students' performance

The Department of Education (DepEd) and the Department of Budget and Management (DBM) collaboratively set guidelines for the implementation of the release of the Maintenance and Other Operating Expenses (MOOE) fund. MOOE is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities that support the learning programs and help maintain a safe and healthy environment in schools. It must be utilized to procure school supplies and other consumables necessary in the conduct of classes, pay for the reproduction of teacher-made exercises sheet, for school utilities, communication bill and other expenses (electric, water, and internet expenses).

These training activities should address the school's most critical needs to improve the learning outcomes, security and janitorial services, minor school repairs, and other necessary expenses for teaching and learning activities. With the adaption of the new formula of School Maintenance and Other Operating Expenses (MOOE) starting in 2013, the number of learners is no longer the sole consideration for MOOE. New factors include the number of teachers and classrooms managed by the school, the number of graduating or completing learners, and a fixed amount corresponding to the basic needs. In addition, starting 2016, financial assistance previously released separately for specials programs or activities is now incorporated in the budget for schools' operations.

It is the school head's job and duties to ensure that all their plans and programs are attainable and must be included in the MOOE budget. In this respect, the school heads must have the capacity to manage the school finances to achieve educational goals and objectives.

As observed by the researcher school heads utilize 51% to 75% of MOOE fund for each activity/program indicated in the AIP. They always prioritize the security and utilities services but were challenged by complaints and misconceptions about spending and allocating the MOOE. Transparency, accountability and maintain harmonious relationships are the key to ensure collaboration and teamwork for the betterment of the school and learners as well, (Abellion et. al, 2020).



Despite the school head's effective planning in implementing the school plans, it is challenging for them to budget due to many factors like in budgeting the training expenses of faculty and staff, utility expenses, travel expenses, repair and maintenance, procurement expenses, and other expenses that the school head needs to prioritize.

It is on these premises that the researcher wanted to conduct this study to determine how the school heads prepare and utilize their MOOE budget.

Specifically, this study aimed to analyze the preparation and actualization of the Maintenance and Other Operating Expenses (MOOE) fund in achieving the school Annual Improvement Plan (AIP) and School Improvement Plan (SIP). This study was also proposed so that the readers would become aware of this particular fund as the government's provision to the Department of Education and enable them to fully understand its implementation and how it is allocated to particular school expenditures. This study would also describe the challenges and the actions to be taken with the challenges being encountered that would bring notions that could enhance the performance of the persons concerned on their school MOOE funds utilization.

II. OBJECTIVES OF THE STUDY

The main objectives of the study were to determine the challenges encountered by School Heads in preparation and utilization of Maintenance and Other Operating Expenses (MOOE).

1. Specifically, it sought to answer the following questions:
2. How may the preparation and realization of the MOOE budget allocations be described?
3. Is there significant variation on the preparation of MOOE funds based on School Improvement Plan (SIP) and Annual Improvement Plan (AIP) when grouped according to respondents?
4. What intervention program can be proposed based on the findings of the study?

Hypothesis of the Study

There is no significant variation on the preparation/actualization of MOOE Funds based on SIP and AIP when grouped according to respondents.

III. RESEARCH METHOD

The researcher utilized a descriptive research design through quantitative analysis. The researcher used the total enumeration of the respondents in the Division of Nueva Ecija.

As cited in Comighud & Arevalo (2020), it is a research design that deals with the present condition. The research study through inferential studies and or quantitative analysis used to develop, test, and evaluate

research instruments and methods. It explores phenomena in real-life situations and uses a survey method. Common data gathering methods used are questionnaires and interviews.

This research method helped the researcher analyze how the School Head/ Principal prepare, actualize and utilize the MOOE budget based on the AIP.

The study was conducted in all non-autonomous public secondary schools in Congressional District 1 in the Nueva Ecija. The respondents are composed 1991 respondents composed of 19 School Heads, 19 LGU, 19 SSG, 19 PTA and 123 teachers using purposive sampling technique.

And the researcher was personally developed survey questionnaire and interview guide questions to gathered the needed data. Additionally, all data gathered were tabulated, organized and statistically treated using SPSS tool analysis.

IV. RESULTS AND DISCUSSION

1. Preparation and Realization of the MOOE Budget Allocations

Table 1: Assessment Made by the Respondents in the Preparation and Realization of MOOE Budget Allocations

Respondents	N	Weighted Mean	Verbal Description
School Head/Principal	19	3.58	Substantially Exceeds
Teacher	123	3.25	Substantially Exceeds
PTA	19	3.08	Exceeds
Brgy. Official	19	3.13	Exceeds
SSG	19	2.85	Exceeds
Over all weighted mean		3.18	Exceeds or "The Program exceeds the standards"

Legend:

Range	Verbal Description	Verbal Interpretation
4-	3.25 - 4.00 - Substantially Exceeds	- The Program substantially exceeds the standard
3-	2.50 - 3.24 - Exceeds	-The Program exceeds the standards
2-	1.75 - 2.49 - Met	- The Program meets the standard
1-	1.00 - 1.74 - Not Meet	-The program does not meet the standard/noncompliance

As shown in the table, the average weighted mean on the assessments made of different groups of respondents in non-autonomous secondary schools in CD I was 3.18 verbally described as "Exceeds".

The assessment made by the school heads got the highest weighted mean of 3.58 verbally described as "Substantially Exceeds", followed by the assessment made by teachers with weighted mean of 3.25 also verbally described as "Substantially Exceeds", "the assessment made by the Barangay Officials got ratings the of 3.13, PTA got 3.08 and the SSG had ratings of 2.85 and both were verbally described as "Exceeds".



The results meant that School Heads and teachers had the same assessments on the actualization of MOOE funds while PTA Presidents, Barangay Officials and SSG Presidents had the same assessments. The assessment made by different group of respondents revealed that the School Heads fund disbursement was in accordance with the existing budgeting, accounting, procurement and auditing rules and regulations and saw to it that all budgets and expenses were completely documented and properly liquidated.

As stated in DepEd Order No. 13, s. 2016, the Principals/School Heads/Teachers-in-charge shall declare all sources of funding of the schools, which includes school MOOE allocation, private donations, funding support from local government units (i.e. Special Education Fund) and other government agencies, funding support from local stakeholders such as School Governing Council (SGC), Parent-Teacher-Community Association (PTCA), civil society organization (CSO), alumni association, revenue from the school canteen operations and other income generated from the disposal of assets, rent, or collection of fees (as cited in Special Provisions 1 and 2 under the DepEd budget in the 2016 GAA). The report on sources and uses of school funds shall include not only the amounts of funding received by the school but also details on quantity and description, if such donations are received in kind.

2. Variation on the Preparation of MOOE funds based on School Improvement Plan (SIP) and Annual Improvement Plan (AIP) when grouped according to respondents

Table 2: Significant variation on the preparation/actualization of MOOE Funds based on SIP and AIP when grouped according to respondent

ANOVA							
		Sum of Squares	Df	Mean Square	F ratio	p value	Verbal Description
Preparation	Between Groups	5.84	4	1.46	7.51	0.000	Significant
	Within Groups	37.711	194	0.194			
	Total	43.55	198				
Actualization	Between Groups	5.594	4	1.399	5.93	0.000	Significant
	Within Groups	45.75	194	0.236			
	Total	51.344	198				

*Significant at the 0.05 level

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Multiple Comparisons							
Scheffe							
					95% Confidence Interval		
Dependent Variable	(I) Resp	(J) Resp	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Prep	Principal	Teachers	0.27845	0.10868	0.165	-0.0596	0.6165
		Brgy. Official	.49789*	0.14304	0.019	0.053	0.9428
		SSG	.57526*	0.14304	0.004	0.1304	1.0201
		PTA	.63526*	0.14304	0.001	0.1904	1.0801
	Teachers	Principal	-0.27845	0.10868	0.165	-0.6165	0.0596
	Brgy. Official	0.21944	0.10868	0.399	-	0.5574	Brgy. Official



	SSG	0.29681	0.10868	0.118	-0.0412	0.6348	SSG
	PTA	.35681*	0.10868	0.032	0.0188	0.6948	PTA
Actual	Principal	Teachers	0.33236	0.1197	0.107	-0.0399	0.7047
		Brgy. Official	0.45263	0.15756	0.087	-0.0374	0.9426
		SSG	.72526*	0.15756	0.000	0.2352	1.2153
		PTA	.49474*	0.15756	0.046	0.0047	0.9848
	Teachers	Principal	-0.33236	0.1197	0.107	-0.7047	0.0399
		Brgy. Official	0.12027	0.1197	0.908	-0.252	0.4926
		SSG	.39290*	0.1197	0.032	0.0206	0.7652
		PTA	0.16237	0.1197	0.765	-0.2099	0.5347

*. The mean difference is significant at the 0.05 level.

This meant that the four groups of respondents significantly differed in terms of evaluation on the preparation of MOOE Funds Based on SIP and AIP. The hypothesis of no significant variation is rejected.

The variations of respondents significantly differed in evaluations on preparation because each and every one had different points of view regarding the implementation of MOOE. Some had clear idea about the MOOE funds but others had limited. School Heads and teachers understood the whole coverage of MOOE funds guidelines and policy while Barangay officials and SSG officers only based their knowledge on what they know of MOOE funds.

With regards to the actualization of MOOE Funds based on SIP and AIP when grouped according to respondents shows that principal and SSG ($Md=.72526, p < 0.05$), principal and PTA ($MD=.49474, p < 0.05$), teacher and SSG ($MD=.39290, p < 0.05$). This meant that the four groups of respondents significantly differed in terms of evaluation on the actualization of MOOE Funds Based on SIP and AIP. The hypothesis of no significant variation is rejected.

Same with the preparation of MOOE, in actualization the group of respondents significantly differed in terms of evaluation because their own perceptions and own understanding on how the MOOE funds were utilized. Some of the respondents had no or had limited idea on how MOOE were utilized. Some did not know that utilization of MOOE fund was subjected to auditing protocols.

There are set guidelines and standards to be followed, that the School Heads and teachers only are aware. According to Manasan et. al (2011), stated that lack of information is of particular concern for lower-level DepEd officials.

School heads and district officials have stated that they do not know what schools are receiving support, have no access to district local school board budget reports, and are often not notified when requests have been approved or denied.



The attached certificate of merit/recognition of School Heads in non-autonomous secondary public schools in CD 1 show their hard-work, dedication, consistency and accountability in preparation and actualization of MOOE funds based on SIP and AIP.

Based on the interview of the researcher on one of the School Heads one of the most challenging part in the preparation and actualization of MOOE funds based on SIP and AIP is the limited budget allocated annually. As school head, she quoted "I need to use my own money from own my pocket just to sustain the needs of the school especially the top priorities for the benefits of the learners. I need also to tap stakeholders to support or give donations and immediate actions for the safety and healthy environment for students.

Sixty percent of principals reported receiving comments and complaints from the PTA (World Bank Group & Australian Aid, 2016). Also, approximately 85 percent of elementary and high school PTAs reported participating in SIP development and monitoring.

However, their role in planning may be more limited than that response suggests. The primary type of support provided by PTAs is in the form of additional financing and labor—"only 32 percent of elementary schools and 41 percent of high school PTAs mentioned planning as one of their main areas of support" (ibid). As such, decisions on the use of school funds are largely confined to the school principal and teachers. In 2014, more than 80 percent of elementary schools reported that teachers had been consulted about how to use the schools' MOOE funds, but PTAs had input in fewer than 30 percent of schools (World Bank Group & Australian Aid, 2016). This is not surprising since DepEd's guidelines explicitly prohibit PTAs from "interfering in schools' administrative management."

According to Dr. Johnny P. Mayor, many problems hindered many of the school heads from utilizing and liquidating the monthly MOOE and hence, they were not able to get the allocated budget every year. Here are some of the many problems that hindered monthly liquidation: (1) Lack of canvassers wherein the administrator most of the time do the canvassing of the materials to be bought from various stores.; (2) Lack of means of transportation wherein the administrator sometimes use his/her own vehicle and spend his/her own money.; (3) Lack of carpenters or workers to do repairs.; (4) Insufficient MOOE funds for repair. Due to expensive electricity and water bills, the MOOE fund is so limited that it is not enough to provide for repairs and for other necessary improvements to the school.; (5) Delay of releasing of checks; and (6) Lack of time due to many other duties of the administrator.

3. Intervention Program

Based on the findings of this study, the researcher proposed development plan that could help MOOE funds budget officers, School Head/Principal to serve as guide and basis for them to continuously develop and enhance their preparation and actualization of MOOE funds.

CONCLUSIONS

Based on the findings of the study the following conclusions were drawn:

There were no variables existed or no significant relationship found on the profile of the school heads on the preparation and actualization of MOOE funds based on AIP and SIP. The results noted that regardless of the socio-demographic status of the School head/principal can perform their duties and responsibilities in the school where she or he assigned.

On the preparation and actualization of MOOE fund based on SIP and AIP, the grouped of respondents significantly differed in terms of evaluations because they have different points of view and perceptions regarding the MOOE budget allocations.

The researcher proposed a development plan to help improve the preparation, actualization and utilization of MOOE funds based on SIP and AIP.

RECOMMENDATIONS

The following are the recommendations of the study based on the conclusions:

1. Strong relationship with all members of the schools, LGU, SSG, parents, teachers, stakeholders and students be promoted for the improvement and development not only school but learners' safety and educational needs. Assure that the plans and programs funded by MOOE budgets based on AIP and SIP will be properly implemented. Ask assistance from other members of the school community and stakeholders. The LGU, SSG, PTA and stakeholders should be more vigilant in the preparation, actualization and utilization of MOOE funds. Collaboration and teamwork should be practiced at all times for the common good. Quality and relevance of the project for the students' need and learning process should be considered to properly utilize the MOOE funds.
2. Since the group of respondents have different points of view in the preparation and actualization of MOOE funds, update them on the progress of implementation of programs and activities funded by MOOE based on SIP and AIP to gain strong relationship and commitments of all members of the school community even the stakeholders. The learners should support all the activities and projects of the school. Show leadership and engagement in all school activities that could help improve learning environment. And to the community, make themselves a part of growing institutions who produce skillfull and competitive students. They should provide supports not only physically, mentally, spiritually but also financially for the continuous development of schools and bringing quality standard of education and help maintain a safety and healthy learning environment.

3. The teacher-representative in preparation and actualization of MOOE funds may give updates for all their needs like trainings and seminars, teaching and learning supplies needed, all minor classroom related repairs so that they can be funded ahead of time.
4. The proposed enhancement plan may be used as guidelines and basis for all future trainings and seminars dealing with preparation and actualization of MOOE funds.

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